DEPARTMENT OF MENTAL RETARDATION
OFFICE OF QUALITY MANAGEMENT, QUALITY ENHANCEMENT DIVISION
SURVEY AND CERTIFICATION
QUALITY ENHANCEMENT SURVEY TOOL (QUEST)

PART I: QUALITY OF LIFE AREAS AND OUTCOMES

PART 1 A: LICENSING AREAS

QUALITY OF LIFE AREA:
RIGHTS AND DIGNITY

PRINCIPLES

Support and affirmation of individual rights are a safeguard for all people as citizens of the United States. These rights are framed in the Constitution, Bill of Rights, and Federal and State statutes. They include such freedoms as the rights to privacy, free speech and due process. The actualization of individual rights is especially important to people with disabilities because they have not always been afforded these most basic of guarantees and may need support to exercise their rights. In order to have their rights affirmed, individuals first must be respected, valued and treated with positive regard.

OUTCOMES

- **People are valued**

- **People's rights are affirmed** ⚑

- **People's rights are protected** ⚑

Outcome: People are valued

Theme: Promoting people's self-esteem is a fundamental ingredient in all services and supports. It is demonstrated when interactions with and attitudes about individuals are respectful and acknowledge the inherent value of each person. Service practices and supports encourage people to see themselves and have others view them as unique individuals and adults who have a positive, affirming presence in community life.

Indicators	Examples of Supports
All Supports A. Interactions are respectful of people. B. People are supported to identify themselves as adults. C. People are supported to take pride in themselves and their surroundings. D. People live and work in settings that are typical of other members of the community.	**All Supports** • A respectful tone of voice and adult language is used when speaking with and assisting people. • People are included in conversations. • Supporters listen and respond when people express themselves. • If people are visually impaired, supporters identify themselves to let people know if they are in the room and when they are leaving. • People are described in positive and affirming ways with a focus on their abilities, not their disabilities. • The use of "labels" to describe people is avoided (e.g., by behaviors such as a "runner"). • Vehicles, signs, furnishings, equipment and materials promote people as valued, competent adults. • People are supported and encouraged to look their best (e.g., neat, clean, age appropriate, clothing fits well and is compatible with the season). **Home and Respite** • Supporters encourage people to answer the door and telephone. • People's homes are situated in typical neighborhoods and do not have features that unnecessarily distinguish them from other homes in the neighborhood. • People's homes are well maintained (e.g., grass cut, painted and cosmetic repairs made when needed). **Work** • People wear attire similar to other employees (e.g., company uniforms).

Indicators	Examples of Supports
	• People work in settings that are typical for the work being done. • Supporters promote people as competent members of the work force.

☙ Outcome: People's rights are affirmed

Theme: People expect the affirmation of their rights to be a natural and normal part of their lives. This natural integration of rights into people's daily lives is usually taken for granted, that is until something happens that cause people to question whether their rights have been denied. Being diligent about the preservation of people's rights involves providing information and support for people to know what their rights are, empowering people to exercise their rights on a daily basis and helping people to understand that every right is connected to an equally important responsibility.

Indicators	Examples of Supports
All Supports A. People and/or those supporting them understand individual rights. B. People's rights are exercised in their everyday lives. **Work** C. People receive the same treatment as other employees. D. People receive comparable wages and benefits as other employees.	**All Supports** • Human rights training is provided and oriented to people's learning style (e.g., ongoing training and teachable moments, pictorial guides, refresher course). • Supporters (including, but not limited to human rights officers) are trained in and demonstrate an understanding of human rights issues. • People's family and guardians are informed about individual rights so that they can offer support, guidance and advocacy when needed. • People have someone they can communicate with if they have a question about their rights or feel that their rights have been violated. • People are supported to advocate for themselves. • People do not have to ask permission to do routine things (e.g., use the telephone). • People have privacy when they are taking care of their personal needs or being assisted in personal care. • People can meet with others in a private location to discuss personal matters. • People have opportunities to review information about them in their record. • Personal information about people is shared with others only with their consent. • Displays of data or information of a personal nature is not visible in commonly used areas at work or home (e.g., behavior charts, medication charts). **Home and Respite**

Indicators	Examples of Supports
	- People select, purchase and keep their own possessions. - Phone calls can be made in privacy (e.g., own phone, cordless phone). - People have opportunities to send and receive mail. - Where there are house rules, they are developed and agreed upon by everyone. - Areas of the home are not "off limits" to people (e.g., staff bathroom). **Work** - Employee rights and benefits are clearly explained to people. - People have reasonable access around the workplace and use the same facilities as other company employees (e.g., cafeteria, bathroom). - There is a fair and consistent evaluation, disciplinary, and grievance process. - When people are hired by an employer, they receive the same rate of pay as other employees doing the same job. - When people are being paid less than minimum wage, their wages are determined in accordance with Department of Labor (DOL) standards.

⚑ Outcome: People's rights are protected

Theme: Included in many service practices are interventions designed to assist individuals to enhance their interactions with other people and eliminate less desirable behaviors and actions. While these interventions may be beneficial, safeguards must be in place to protect individuals from interventions which may employ unnecessarily restrictive procedures. Most important is the need to assure that the intervention is driven by the unique needs of the individual not by agency policy or the convenience of staff. Equally critical is the requirement to assure that due process procedures are followed, that people knowingly agree to any potentially restrictive interventions and that all interventions are carefully and thoughtfully considered before being used.

Indicators	Examples of Supports
All Supports A. All interventions are the least intrusive and are based upon people's unique needs. B. All interventions are included in a written plan. C. People, or their guardians, knowingly and voluntarily give consent and have the opportunity to refuse or withdraw approval. D. Safeguards ensure a thorough review and approval process when needed. E. All interventions are safely, accurately and consistently implemented.	**All Supports** • Less restrictive alternatives are thoroughly explored and/or tried prior to implementing any intervention. • There is informed consent by people or their guardians for any intervention. • There is a plan to eliminate or decrease the intervention over time. • Data are collected on all interventions and target behaviors. • Changes are made when the intervention meets its stated goal, when it has not had the desired effect, and/or when the individual or guardian no longer agrees to the intervention. • There is a regular review of all interventions. • Interventions are reviewed and approved by the human rights committee and, when needed, by peer review and the physician. • Staff are trained to safely and consistently implement all interventions (e.g., restraint, applied behavioral analysis, behavior plans). • Court ordered restrictions are followed, but do not unnecessarily hinder people's exercise of their rights in other areas. See Interventions or Restrictive Practices Worksheet

QUALITY OF LIFE AREA
PERSONAL WELL-BEING
(HEALTH, SAFETY, AND SECURITY)

PRINCIPLES

Being safe, secure and healthy provides a foundation that enables people to have a truly fulfilling life and do the things that are important to them. As with rights, certain universal things contribute to the well-being of everyone in society, regardless of who they are and their personal circumstance. These universals include having routine physical examinations, wearing a seat belt, or installing smoke detectors. Beyond the universal safeguards, personal well-being is supported by a recognition of people's skills and needs as balanced against their lifestyle choices. Services are designed to assist people to be secure, achieve and/or maintain good health, to make decisions that keep them out of harm's way, and to ensure a prompt response when people's safety, security or health are compromised.

OUTCOMES

- **People are safe at home and work**

- **People are free from harm**

- **People maintain good health**

- **People funds are safeguarded**

⚑ Outcome: People are safe at home and work

Theme: Knowing that where people live and work is safe and secure is important to everyone. There are some aspects of safety that apply to everyone such as having the home and work place be free of hazardous materials, having fire protection systems and knowing what to do in an emergency. The foundation for these are found in various laws, codes and regulations. Beyond those universal safeguards, people's abilities and needs are the primary way to determine what makes people safe where they live and work.

Indicators	Examples of Supports
All Supports A. People's home and work place are safe, secure, and in good repair. B. People and their supporters know what to do in an emergency. C. People can safely evacuate from their home or work place in an emergency. D. There are adequate supports for people to be safe in their home and at work. E. People use materials and equipment safely.	**All Supports** • Providers ensure that people's homes and work locations meet applicable codes and regulations. • Supporters have the skills and training to ensure people's safety at home and work (e.g., CPR, first aid, fire safety). • Each required location has an approved safety plan that is tailored to the skills and needs of the individuals. • Where needed, there are accommodations to support safety (e.g., strobes, auditory warning signals, bed shakers). • Supplies are kept on hand for minor emergencies (e.g., first aid kits). • Sufficient supporters are available for people to be safe. **Home** • People have the needed skills to be safe when they spend time alone in their home. **At Work and Community Supports** • People's safety needs are considered as a part of job placement. • People are trained to safely use all equipment and machinery (e.g., eye shields, dust masks). • Where needed, there are accommodations to support work place safety. See Home and Work Safety Worksheet

⚐ Outcome: People are free from harm

Theme: People may be at risk for harm as a consequence of their own decisions or through being mistreated by others. While one cannot guarantee a totally risk free environment, taking people out of harm's way is everyone's responsibility. For people to be truly safe, those close to them and those who support them must be able to identify situations that are potentially harmful and know about the resources that are available to them. Supporters need to take immediate action when harmful situations are identified.

Indicators	Examples of Supports
All Supports A. Supports are in place if people make decisions that put them at risk. B. Immediate actions are taken to ensure people's safety. C. Actions are taken to correct the situation when people have been mistreated. D. Steps are taken to prevent the situation from occurring again. E. People know how or have support to report a situation where they feel they are being or have been mistreated or harmed.	**All Supports** • Supporters are aware of the things that potentially put people at risk. • Supporters assist people in seeking safer alternatives when they are about to engage in behaviors that are potentially harmful. • People receive immediate support if their choices place them at risk. • Where there have been allegations of abuse or neglect, actions are taken to protect individuals pending the outcome of an investigation. • Staff are sensitive to potential signs of mistreatment including both verbal and non-verbal signals. • Those providing supports for individuals are aware of their role as mandated reporters and the procedures for reporting an allegation of abuse, neglect or mistreatment.

⚐ Outcome: People maintain good health

Theme: Enjoying good health is a combination of having a lifestyle that supports personal well-being and having one's health concerns addressed. Healthy lifestyles are enhanced by eating the right foods and by exercising regularly. Receiving needed medical services and supports is essential to good health and includes access to preventive, episodic and long term care from primary care physicians and specialists who know people well and whom they trust.

Indicators	Examples of Supports
All Supports A. People are supported to have a healthy lifestyle. B. People are supported to be active participants in their health care. C. People have needed routine and specialized health care services. D. Supporters are knowledgeable about people's health care needs. E. People's medications are given properly and as prescribed by the practitioner.	**Home** • People are educated and supported to have a healthy diet. • People have access to regular exercise. • People have a primary care physician, dentist and access to specialists when needed. • People have routine physical and dental examinations. • Supporters share information with practitioners and bring important information back from health care practitioners. • Health care is coordinated when more than one health care provider is involved. • People are supported to be knowledgeable about their medical needs and their medications. **Work and Community Supports** • Supporters at work are knowledgeable about people's medical needs and medications. • People's health needs are considered in the assignment of specific jobs or tasks. See Health and Medication Worksheet

✌ Outcome: People's funds are safeguarded

Theme: Most people with disabilities have limited economic resources. Although some people earn a competitive wage, many rely on the benefits they receive from the Social Security Administration or other entitlements. It is important that people's funds be spent carefully and wisely. Therefore accurate accounting of people's earnings and expenditures is a critical safeguard. This is especially true where the responsibility for managing the person's funds is shared with or delegated to the provider. Equally important is that the individual be given every opportunity to make decisions about how their money is spent and that there is a plan to help them manage their money and teach them the skills to do it more independently in the future.

Indicators	Examples of Supports
All Supports A. People receive the support and/or education they need in managing their financial resources. B. People's funds are managed properly and with their consent.	**All Supports** • When needed, people receive support and/or education on managing their financial resources. • When needed, there is a written plan for the management of people's funds. • People's funds are kept in a secure location. • There is an accurate accounting and tracking of people's funds. • People have agreed to how their funds are being managed. • People's funds are spent on items that directly benefit them and not on items that should be covered by the provider. • Common purchases that benefit everyone are mutually agreed upon. See Funds Management Worksheet

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PART I: QUALITY OF LIFE AREAS AND OUTCOMES

PART 1 B: CERTIFICATION AREAS

QUALITY OF LIFE AREA
INDIVIDUAL CONTROL

PRINCIPLES

Being able to direct the course of one's life is something for which all people strive. Self-determination is expressed in all aspects of people's lives, both in little, everyday things such as deciding when to get up as well as in major life decisions that may have a deep, long lasting effect such as deciding on a certain career or moving to a new community. The type and amount of support people need to take charge of their lives varies greatly. For some, even making everyday choices is a new experience and they need much guidance in learning how to make both everyday and major choices. For others, periodic check-ins and discussions are needed to keep them on course and to make sure they have an understanding of their options and of the consequences of their decisions. What is important is that people have all the information they need to make decisions, that they are empowered and supported to take action, and that they understand how their decisions affect their lives.

OUTCOMES

- **People are understood**

- **People make choices in their everyday lives**

- **People are the primary decision makers in their lives**

Outcome: People are understood

Theme: Communication is the means through which people share their feelings and exchange opinions and ideas. It is the primary way the people are connected to and interact with others in society. Being able or supported to communicate with other people and, in turn, having others communicate back in ways that people can understand, is the foundation upon which all choice and decision making rests. Many people can express themselves with little or no support and in ways that are clearly understood. For others being understood can be challenging and individualized ways to comprehend and respond to even the subtlest of expressions are key in people having increased control over big and small decisions in their lives.

Indicators	Examples of Supports
All Supports A. Supporters understand what people are expressing. B. Supporters use people's primary means of communication. C. Supporters assist people to communicate with and be understood by others.	**All Supports** • People's mode of communication is consistently used where they live, work and spend free time. • Supporters consistently understand and are responsive to individuals' expressions and non-verbal cues even when people have very limited ability to communicate their preferences and needs (e.g., gestures, facial expressions). • Supporters can communicate with individuals when they express themselves in a different language (e.g., ASL, Spanish). • Supporters are aware of how people's visual impairment relates to their communication needs (e.g., use of large print, good color contrast, supporters explain what's happening for the person who is visually impaired). • Augmentative or assistance communication systems are used consistently and effectively when needed (e.g., TTY, communication board, computer augmented communication system). • People are supported to have ready, independent access to and support to use their communication devices and strategies. • When needed, certified deaf interpreters are used when individuals communicate with other people. • People receive support to understand verbal and written communication (e.g., letters from friends, employee handbook).

Outcome: People make choices in their everyday lives

Theme: The choices that people make each and everyday enable them to have control over the rhythms and routines of their lives, at home, at work and in their leisure pursuits. People make many choices in the course of their day - whether to have juice or soda for a snack, what time to get up and what to wear. When taken individually these everyday choices do not seem that critical. But when viewed cumulatively these "small" decisions express who people are, shape the fabric of their days and, in large part, enable people to have choice and greater control over their lives.

Indicators	Examples of Supports
All Supports A. People make choices about their routines and schedules. B. People make choices about the work and household tasks for which they are responsible. **Home and Respite** C. People spend their leisure time in personally satisfying ways.	**Home and Respite** • People choose when and what to have for breakfast, lunch, dinner, and snacks. • People decide when and how to complete the household tasks for which they are responsible, taking into consideration the choices of the other people with whom they live. • People decide when to go to bed and get up in the morning and what to wear each day. • People are supported to change their routines. • People are encouraged to exercise spontaneity. • People are encouraged to build their interests and strengths into leisure activities and hobbies. • People are supported to learn what options and resources are available to them in choosing how to spend their free time. • There is time and opportunities for people to get involved in activities such as pursue hobbies of their own choosing. **Home** • People make their own vacation plans.

Indicators	Examples of Supports
	Work • People are supported to make choices about what work to do from among the work that is assigned to them and how to sequence their work assignments within the normative parameters of their job or work setting. • People make choices about where and with whom to take breaks and lunch. • People can go out to eat when time and money permit. • People are supported to decide when to use their vacation and personal time. **Community Supports** • People's day-to-day routines are tailored to their preferences. • There is time and opportunity for people to do activities or learn different things of their own choosing.

Outcome: People are the primary decision makers in their lives

Theme: While people increasingly have more control over routine day-to-day decisions, learning and having the opportunity to make more significant decisions, ones that potentially affect the course of people's lives, is choice making on a different dimension. Being a primary decision maker means that people develop their own goals. For all individuals, articulating goals is a first step toward realizing them. Having goals honored and used as the basis for planning and action is another critical step in assisting individuals to shape their futures. In making important life decisions such as choosing and defining their own home and work life, people are truly the primary decision makers in their lives.

Indicators	Examples of Supports
All Supports A. People develop their personal goals. B. People influence who provides their supports. **At Home** C. People control important decisions about their home and home life. **At Work and Community Supports** D. People choose where they work or, if they choose not to work, people have other options that are meaningful to them.	**All Supports** • Individuals are supported to be active participants in developing their goals. • The exploration process includes information from others who know people well. • Results of the exploration are used to assist people to develop their goals. • Goals are not negated as unrealistic, but are considered guideposts for planning. • People's goals are individualized and reflect their strengths and talents. • People participate in the selection and evaluation of their supporters. **Home** • People choose the furnishings for their home. • People can have their own bedroom, if desired. • People have a say about who moves into their home. • When seeking a new home, people choose their home and house mates. • When looking for a new home, people explore the kind of setting that best meets their lifestyle (e.g., rural, urban, near transportation, townhouse, ranch). • If people are dissatisfied with their current home or house mates, they are supported to make a change. **Work** • People have opportunities to learn about and try different types of work or careers.

Indicators	Examples of Supports
	• People's decisions about their work or careers are periodically re-visited. • As a part of planning people explore a variety of work/career opportunities. • People have access to information and support to use resources that will maximize their earning potential (e.g., PASS, IRWE). • Job/career exploration includes an array of options that are customized (e.g., standardized tests, situational assessments, job try outs, internships, volunteering). • Career planning includes exploration of people's desired lifestyle and economic needs. • Career planning includes information about how future earnings will affect people's entitlements (e.g., SSI, SSDI). **Community Supports** • When people choose not to work, they explore a variety of other options. • People are supported to explore alternatives that match their lifestyle. • People's decision not to work is periodically re-visited.

QUALITY OF LIFE AREA
COMMUNITY AND SOCIAL CONNECTIONS

PRINCIPLES

Membership in community life supports people's sense of belonging and provides opportunities for citizenship, friendship and valued roles in society. Everyone has unique, identifiable ways that he or she is connected to the community and to other people who are important to them. Being a part of community life means that people are using all the resources and amenities that others use. Being connected also means that people have other people in their lives who are important to them, who are there for them when needed and with whom they can share their thoughts and concerns. It also includes having a place in society, a place that other people recognize and value. It may mean helping out neighbors and friends when needed or having talents and gifts that are recognized and shared with other people.

OUTCOMES

- **People are integrated into their community**

- **People are connected with their community**

- **People have relationships**

Outcome: People are integrated into their community

Theme: Living and working in the community enables individuals to be a part of community life. While physical integration does not guarantee social acceptance, living and working in the community and using the same resources as other community members enables people with mental retardation to have more of a presence in their community. With integration and ongoing access to community resources, opportunities for activities and relationships are enhanced.

Indicators	Examples of Supports
All Supports A. People live and work in communities with the resources they want and need. B. People use the same community resources as others on a frequent and ongoing basis.	**All Supports** • People have access to resources such as public transportation, banks, places of worship, recreational facilities, supermarkets, parks and other outdoor spaces. • People learn about and use community resources and activities (e.g., local newspapers, cable). • People use the same resources as those used by both disabled and non-disabled people. **Work and Community Supports** • People have opportunities for meaningful contact with disabled and non-disabled people during the course of the day. • There are opportunities to go out to lunch, to the bank, etc. in the same way as other employees.

Outcome: People are connected with their community

Theme: Being connected to one's community extends beyond simply using available resources. It means seeing oneself as part of a community of other individuals, groups, and neighborhoods in ways that enrich everyone's lives. Community can include one's home, street, neighborhood, city, or even state. Individuals become involved in their communities in many ways, including doing things with others who share similar interests or affiliations, volunteering one's time to a cause, campaigning or humanitarian effort, or helping out a friend or neighbor. Community involvement, regardless of its nature, assists individuals to see themselves as capable of assuming varied roles and allows other community members to appreciate the contributions that individuals with disabilities can make.

Indicators	Examples of Supports
Home and Community Supports A. People are supported to explore their personal interests and options for community involvement. B. People are involved in activities that connect them to other people in the community.	**Home and Community Supports** • People network with other people, groups, and organizations who share their interests. • People are supported to help out in their neighborhood, city or town. • People have an opportunity to express and affiliate with others who share their culture and religion. • People are supported to vote and to become educated about current events (e.g., watch the news, discuss news events). • People are supported to find and share their special talents and gifts with others in the community. • Supporters act as bridge builders to support community involvement.

Outcome: People have relationships

Theme: Relationships with family and friends offer opportunities for support, comfort, joy and a sense of belonging. Relationships with others offer a sense of emotional closeness and mutual sharing. Individuals with mental retardation have the same need for relationships as everyone else, but may need additional support, encouragement and opportunity to establish and maintain them. People's relationships while fundamentally different at work than at home, are essential to people's success at their job. Intimacy involves a close relationship with another individual that goes beyond friendship. It implies a level of closeness that is very unique and typically shared only with select individuals. Intimacy usually involves mutual affection and a romantic component. While intimacy may or may not involve a physical or sexual component, it is a special type of relationship that should be acknowledged and supported.

Indicators	Examples of Supports
All Supports A. People are supported to maintain and enhance relationships with family, friends and co-workers. B. People are supported to develop new friendships. **Home** C. People are supported to explore, define, and express their need for intimacy.	**All Supports** • People are supported to spend time with family, friends and co-workers. • People are supported to socialize with others at home or at work. • People learn social skills within natural routines and environments. • People are supported to develop a social network that goes beyond people who are paid to support them. • People's routines bring them into contact with other people with whom they can become acquainted. **Home** • People are supported to get together with their family and friends. • People are assisted to stay in contact with family and friends by phone, sending cards, through e-mail, and/or writing letters. • People are supported to be with family and friends on important occasions (e.g., birthdays, holidays, anniversaries). • People are supported to seek out their friends in time of need or to assist them in problem solving. • People are supported to discover and express their own gender identity. • Individuals are seen as capable of intimacy. **Home, cont.** • There is sensitivity, support and opportunities to explore people's desire for intimacy. • People are supported to learn about human development, relationships

Indicators	Examples of Supports
	and sexuality. • Supporters are knowledgeable about human growth and development and sexuality. **<u>Work and Community Supports</u>** • People socialize during their breaks and lunch. • People participate in social events for employees. • There is support to develop appropriate social skills on the job.

QUALITY OF LIFE AREA
PERSONAL GROWTH AND ACCOMPLISHMENT

PRINCIPLES

While developing one's own goals is a critical first step in making decisions about one's life, achieving personal goals and developing the skills to be as independent as possible give individuals a sense of purpose, direction and self-fulfillment in their lives. The strategies and support used in assisting people to reach their goals takes on many forms and should be tailored to people's unique skills, needs, preferences and style of learning. It includes helping people to learn from both planned as well as unanticipated events in their lives. While there is much to be proud of in acquiring the skills to do things independently, it does not mean that people are independent in everything they do. There is the joy that people feel in accomplishing things together and the feeling of self-worth that comes with completing something as independently as possible.

OUTCOMES

- **People accomplish their goals**

- **People have autonomy**

- **People grow through their life experiences**

Outcome: People accomplish their goals

Theme: Individuals experience a sense of pride when they are working towards and accomplishing their goals. People reach their goals in many different ways, often with the support of others and various helping tools and strategies. The path toward reaching one's goals can be expected to have successes and setbacks, and learning and growing from both makes the effort even more meaningful. Attaining a personal goal is not an end point in itself; rather is a stepping stone in identifying and striving to accomplish other things throughout one's life.

Indicators	Examples of Supports
All Supports A. People's goals are the basis for actions and supports. B. There is a match between what people are doing now and what they want to do in the future. C. People have access to needed resources in order to accomplish their goals. **Work** D. There are supports to get a job that people like. E. There are supports to succeed at the job. F. People are supported to advance in their job.	**All Supports** • Strategies and supports are individualized and directly relate to people's goals. • Strategies include ways to address potential barriers to reaching their goals. • Education and other supports are identified to assist people in reaching their goals and use generic and specialized community resources. • People are recognized for their accomplishments. • When people do not succeed, they are supported to understand the reasons, and try again and/or do something different. • Clinical and other supports are utilized, whenever necessary, to assist people to achieve their goals (e.g., psychology, OT, PT, orientation and mobility instruction, low vision services) and are generally provided in natural environments. • Supporters have the needed training to assist people in accomplishing their goals. **Work** • There is an individualized approach to job placement. • There is a concerted effort to assist people to find a job (e.g., interviewing, job seeking within people's interests, developing a resume). • People are actively involved in the job seeking process. • People receive education on interviewing skills.

Indicators	Examples of Supports
	Work, cont. • There is support to obtain transportation to the job. • People are supported to learn the job in as typical a style as possible. • Co-worker supports are developed to assist people to learn their job and to become integrated in the workplace. • Supporters help people to understand their personal responsibilities and to develop a "work ethic" on the job. • There is communication and coordination with the employer and other significant people to identify and solve problems and provide supports. • There is support to explore opportunities for continued career growth or change (e.g., new job, advancement, acquiring new skills, increased salary and benefits).

Outcome: People have autonomy

Theme: Much satisfaction is derived from being able to accomplish things for oneself. Having access around one's environment and the needed supports to do things as independently as possible helps individuals experience a sense of accomplishment and self-reliance. For those who support individuals this means taking a step back from the care giving role and developing ways for people to be more self-reliant and autonomous. This may include supporting people to assume responsibility for things traditionally done by the supporter as well as through teaching skills and using accommodations or assistive technology to maximize access and independence.

Indicators	Examples of Supports
All Supports A. People complete day-to-day activities, tasks and chores as independently as possible. B. People have access within their home and workplace.	**All Supports** • Support and assistance is given only when needed. • Supporters avoid stepping in to complete a task when people can do it on their own or with the use of assistive technology. • There are needed accommodations to facilitate people's access in and around their environment (e.g., wheelchair, lifts, handrails, ramps, trailing devices, step edges on stairs marked to highlight depth, adapted stove and sink). • Assistive technology is provided when people would benefit from its use (e.g., amplifier on the phone, talking books, closed caption TV, flashing door bell). • For people with sensory impairments, autonomy is promoted in such ways as maintaining a consistent environment, not moving furniture, and offer of sighted guides.

Outcome: People grow through their life experiences

Theme: While most people have goals and dreams on which they are working, unanticipated events often present both opportunities and a chance for growth. At times people's response to these unplanned events may lead them to make changes in their lives. Whether small or large, painful or joyous, how these life events are used and incorporated in people's lives is important. Support to understand and integrate life experiences into one's overall direction can play an invaluable role in growth and development.

Indicators	Examples of Supports
All Supports A. Supporters are sensitive and attuned to both small and large events in people's lives. B. People are encouraged to understand experiences in their lives. C. People are supported to grow from events in their lives that affect them.	**All Supports** • Supports are in place to prepare people for changes in their lives (e.g., loss of a loved one, move to a new home). • Supporters are sensitive and take the time to communicate with people about day-to-day experiences and major events. • Supports are in place to address people's fears or concerns about certain things or situations in their lives.

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QUALITY ENHANCEMENT SURVEY TOOL (QUEST)**

PART II: ORGANIZATIONAL OUTCOMES

PART II A: Licensing outcome

<u>**PRINCIPLES**</u>

Positive outcomes for individuals are the result of many factors, not the least of which is a strong, coherent organizational structure. For positive outcomes for individuals to be sustained over time, across all settings and by all staff, agencies need to create an infrastructure and culture that supports quality and safeguards individuals.

<u>**OUTCOMES**</u>
- **The organization has systems in place to safeguard individuals**

Outcome: The organization has systems in place to safeguard individuals.

Theme: Everyone one has a part in affirming individual rights and protecting people from harm - individuals, their family, friends, neighbors, other members of the community, DMR staff and providers. It is not the responsibility of only one or specific individuals. Because organizations provide direct support to individuals, their role in safeguarding individuals is critical. Therefore the agency needs to assure there is a strong human rights presence throughout the organization and affirm that all staff are vigilant in safeguarding the rights of individuals. While no one can guarantee a risk free environment, it is critical that the agency take a proactive approach to identifying and, where possible, correcting conditions that place people in harms way, through their own actions or the actions of others, and in developing service practices and supports that both minimize risk and maximize growth for individuals.

Indicators	Examples
A. The organization has strategies the proactively ensure that essential safeguards are in place across settings and over time. B. The organization has systems in place to affirm and protect the rights and dignity of individuals. C. The agency has implements procedures that minimize unnecessary risk to individuals.	• The organization has a way of identifying key safeguards that protect individuals from harm. • The organization monitors the effectiveness of their strategies to safeguard individuals. • The organization has a way of identifying individuals who may be at risk and strategies to act promptly when individuals are in dangerous or risky situations. • The organization has a process to review incidents, restraints, medication occurrences and investigations to determine ways to minimize recurrence. • The organization has a way of identifying analyzing patterns and trends that emerge from analysis of significant incidents and investigations. • The organization supports the human rights committee(s) to be active and involved in affirming and safeguarding individuals' rights.

PART II: ORGANIZATIONAL OUTCOMES

PART II B: Certification outcomes

PRINCIPLES

Positive outcomes for individuals are the result of many factors, not the least of which is a strong, coherent organizational structure. For positive outcomes for individuals to be sustained over time, across all settings and by all staff, agencies need to create an infrastructure and culture that supports quality and safeguards individuals.

OUTCOMES

- **Staff have the skills and knowledge to support the quality of life of individuals**

- **The organization supports growth and change to continually improve its services to individuals**

Outcome : Staff have the skills and knowledge to support the quality of life of individuals.

Theme: While individuals with mental retardation usually have family and friends in their lives to assist and support them, the quality of paid staff who assist individuals on a routine basis is essential in assuring positive outcomes in people's lives. Much is expected of paid staff, yet positive outcomes are hard to achieve without the tools staff need to accomplish these outcomes. Staff must have access to a thorough orientation process, to the knowledge and information they will need to support the individuals with whom they are working, to ongoing opportunities for consultation and support, both on a routine and an emergency basis, and opportunities to be active participants in problem-solving. In turn, agencies must be able to reward staff who demonstrate commitment and expertise to individuals and be able to address those situations where staff supports are less than desirable.

Indicators	Examples
A. Agency recruits and maintains a competent work force. B. The agency has ways to support staff knowledge, effectiveness and creativity.	• The agency has a thorough screening, interviewing and hiring process (e.g., reference checks, input from individuals, CORI checks). • Expectations of job performance and responsibilities are tied to outcomes for individuals. • New employees are supported to carry out their roles. • Staff have access to ongoing opportunities for advice, consultation, problem-solving and sharing. • There are ongoing opportunities for learning and increasing staff skills to support people. • There is an evaluation process for staff and ways for staff to improve performance. • There are mechanisms in place to remove unqualified staff and reward good staff.

Outcome: The organization supports growth and change to continually improve its supports to individuals.

Theme: Striving for excellence is a journey and a process that has, as a foundation, a shared vision of how to provide effective services and supports. There is no one way or one-size-fits-all approach in achieving organization coherence and improving services over time. It takes the ability to critically examine the services being provided and a commitment to make changes in the services to support improved outcomes for individuals. The agency should create a culture that encourages input from individuals, their guardians, family members, staff and other knowledgeable and informed individuals. The agency must embrace self-examination as an important learning process, and commit itself to change and growth in a continuing process to support quality in the lives of the people it supports.

Indicators	Examples
A. The organization has processes to evaluate the quality of its supports. B. The organization improves services as a result of these analyses.	• The agency employs a variety of approaches to review its mission and services. • The agency involves people from both within and outside of the organization to provide input into current services and shape future directions. • The agency actively solicits and uses input from individuals receiving services, and their families and guardians regarding their satisfaction with the services and their recommendations for change. • Individuals' current and future needs are incorporated into the agency's planning and actions. • The agency networks with other people and organizations in order to share ideas and best practices. • In planning for the future, the agency keeps abreast of current trends and service practices.